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IF life were nothing but what gets phrased and substance in the text books, the world might as well be rolled up and laid away again in darkness. Let us be light!

THE only way to have a friend is to be one.



St. Louis, February 9, 1887.

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ON the first day of the present session of the Missouri Legislature almost every Senator presented a petition asking that a prohibitory amendment be submitted to the people.

Governor Marmaduke in his message to the Legislature said, "I am of the opinion that the trade in whisky is not sufficiently limited."

He is right about this.

TRouble and hindrance come to our teachers from lack of knowledge on the part of patrons and parents as to what the schools are doing.

Intelligent, well posted people sustain the teachers in their work of instruction and discipline.

Circulate the printed page among the patrons of your school and so help yourselves.

WE must accustom the minds of our pupils by frequent and wise comments on current events to the aspect of larger interests outside the schoolroom—for which all study is to prepare us.

To help one another is the end of all teaching; nay, more—it is our wisdom, our renown, our sweet and abiding consolation.

THE great tides of endeavor are sweeping mankind on to larger duties and achievements than were ever known in our past history, so that now we must give the child something more than the three "r's," if we would equip him to hold his own and proper place in the race of life.

WE shall estimate the wisdom and worth of a party or a people by seeing what they do with their surplus money. Is the surplus to be expended for wise purposes to promote intelligence and patriotism, or for merely partisan purposes?

We shall see.

THE timid good form a most useless as well as a most despicable portion of the community.

Those who are afraid to stand for honesty, honor and purity in life, and for the execution and the administration of law.

WE are here, as teachers, to establish and illustrate the law of progress—the law of our own higher nature—and so help the commonwealth to maintain justice and equity.

A statement of a political "boss" for political effect, counts for nothing unless it is a truthful statement, for the people see both and all sides—these times.

WE ought to have careful, intelligent County Supervision of the Schools in all the States.

Let us keep the schools in session nine months out of the twelve, and arrange to pay competent teachers an average salary of at least \$50 per month. This can be done, and it ought to be done in every State in the Union.

OUR teachers bestow upon their pupils the gift of tongues, and equip them with kingly words with which to speak kingly thoughts.

ON general principles, whatever tends to make persons kind, polite, conciliatory; whatever tends to finish and round up and round out the character; is of great value not only to the individual, but to society at large—a "boor" is a nuisance always and everywhere.

GOOD and evil do and ever will renew their ancient conflict.

How about the "Estimates" to be made to sustain the schools? We hope they will be made this year liberal and large enough to keep the schools open nine months out of the twelve and to pay the teachers liberally and promptly at the end of each month as other County and School Officers are paid.

How is it? Is this likely to be done? Our teachers should look into it in time; talk it over, and remove objections, if any exist. Intelligence pays. Ignorance costs.

WE understand that a banquet is to be given Dr. Richard Edwards on the occasion of his visit to St. Louis, at the Southern Hotel. Prof. J. L. Stevenson of the Clay School is Chairman of the Committee of Arrangements.

OUR politicians like the Editors of the *Courier Journal*, and *The Nation*, *The New York Evening Post* and papers of that ilk, seem to lose sight of the fact that the cultivated class, who read and think for themselves, is large and ever enlarging.

PROF. HOSMER's course of admirable and instructive lectures on Cromwell's Day, will be continued on Monday evening, Feb. 7th. Subject: "Young Sir Henry Vane; American Ideas in the Long Parliament," at Memorial Hall, Corner Lucas Place and Nineteenth St., at 8 P. M. The price of single tickets is only 25 cts., so that all our teachers can afford to attend.

LET us understand that the triumph of ideas is the only triumph which sheds no blood—the only one which rests upon opinion and justice, and the only one which endures.

THE only limit to the circulation of *The World* (New York), is the impossibility of printing copies fast enough to meet the demand.

THE moral life is the fruit of all this effort and culture which we bear.

We can estimate the wisdom of a party or a nation by seeing what they do with their surplus capital.

You cannot be a part and parcel of this great agency of education without becoming somewhat ennobled—without lending yourself to its widening beneficent influence.

We are royal by virtue of the intelligence we acquire and disseminate—and in giving, we acquire more.

A wise, instructed party or a nation will use its surplus to increase its knowledge, its character, its spiritual power in the world.

A manly life, and not the vulgar aim of material wealth, should be the ambition taught in our schools.

REMEMBER and teach the children that the saloon lies back of nearly all these blighted lives; the liquor curse makes a fearful record, and every day is a day of judgment for it!

We shall find that the spirit begotten of co-operation, binds a mighty momentum to every hand and every thought of the true workman.

It is justice actualized and enthroned.

THE real teacher is a loftier presence on earth; a living flame fed from the inspirations of its own central being, a sun towards which the world turns in its darkness and becomes enlightened.

WHATEVER unfolds and enriches the true life of the soul—that cling to, and interpret, and inspire the minds of your pupils with, and it will abide with them forever.

LET us remember that revolution and change does not insure progress at all, but rather the quality of the underlying motive which causes these things. In that the power or weakness exists.

WE are standing, as teachers, at the portals of a new age, demanding vastly more than any which has preceded it. Our work demands a larger, broader, fuller culture. Let us be ready for it and its largest demands.

CULTURE and learning and salvation is a real having; not an escape without anything, as people run for their lives from fire or flood.

If there is really any best society, it seems to me it ought to be, not for keeping people out, but for getting everybody in as fast as it can, like the kingdom of heaven.

THE child disenthralled by our work as teachers from its environments of ignorance, walks forth and gains ever-more new strength in the boundless light and the free air of coming ages.

Do members of the House of Representatives in Washington realize the fact that the highest end of government is the culture of men?

To educate and train men into wisdom, is the reason for the existence of the State.

CO-OPERATION is a new institution, grounded on the needs of the present organization of society, which will grow and last by its own vitality greatly to the increase of future good to all who will work with and come under its benign influence.

PUSHING AHEAD.

THIS is the very thing we all need to do—Push Ahead!

Supt. A. J. Smith, of Springfield, Ill., voices this sentiment in his admirable address before the Illinois State Teachers' Association at the recent meeting.

He says, he hopes soon to find no one in the school work "in any capacity, who forever wastes his time in the study of difficulties, and never expends his strength in pushing ahead, in spite of impediment and obstacle; who will not consider the question, 'Is the step in the right direction?' until he has thrown the headlight of his intellect over his surroundings to ascertain whether the people are yet educated up to the point of understanding and appreciating the work, whether the material is at hand, whether other officers will probably co-operate, etc., etc. I want to see all county superintendents pushing ahead, guided by experience, confident that what is right will succeed."

All of our energy should be expended in "pushing ahead."

He says:

"The law prescribes expressly, what shall be taught in our common schools. Furthermore, the STATE DEPARTMENT has issued an outline that is or should be, in use in each county; but if it is not in use, then, indeed, the superintendent has a duty to perform.

Instead of vainly waiting for uniformity of text-books, or for pledges of proper support from directors which in advance would be wholly out of place, he should bring the work of the department to the attention of the teachers, directors, and patrons of the schools of his county, and, further, lend such aid as circumstances render advisable."

HOW IS THIS.

M. ATKINSON tells us that the wages of our mechanics have risen from \$468 in 1880 to \$720 in 1886. And the salary of the school teacher in a great, wealthy and intelligent commonwealth stands still at \$300 or less. Nor is New York alone in the meagreness with which it rewards this highly responsible class of its servants. Probably Pennsylvania and

certainly Philadelphia would be found to surpass it in meanness.

The American talks sense. Is it not time that our teachers in all the states were paid an average of \$50 per month?

We think so—and we are glad to see that this subject is being agitated by the influential papers all over the country.

We hope yet to see the so-called educational papers take up and discuss this practical subject—instead of finding so much fault and printing so much material for the opponents of our school system to use as "clubs" to beat down and destroy the influence of our teachers.

REMEMBER, that you cannot advocate and work for great things, without lending yourself to them and being uplifted by them.

The history of this country, if wisely read, is the vindication of intelligence and character among the masses—a result of our free school system.

AH this summons to larger duties and a broader culture—how earnest and solemn it has become!

FROM the great things which our teachers, by their patience, modesty, and fidelity have already accomplished for the State, we gather the promise of the greater things which are yet to come by virtue of their work.

READING.

CAN the children read? Naturally, plainly, and with proper expression?

Read so as to make every-day life in the homes of the people pulsate with the noblest thoughts, and fill it full of beauty, joy and inspiration?

Can they do this—all who attend school—from the oldest to the youngest?

Is there any other attainment more desirable than this? Or any worth quite so much?

What power it gives; what interest it creates; what new channels of thought and endeavor it opens to the family, to thus bring them directly in contact with the outside and out-of-sight world.

How good reading illuminates; how it widens out life; these "words that burn," these golden treasures brought to every home; and brought too by our own children and interpreted by them.

Nature has not been so sparing of talent in these homes as is sometimes claimed; yet how many germs remain undeveloped for want of proper help by our teachers.

In many schools there is, in embryo, a Gough, who is an orator—a Howe, who invents the sewing machine—a McCormick, who invents the mower and reaper—an Edison, who invents the electric light and telephone.

There are those in every neighborhood and in every household who, if given the right impulse, will develop into strong men and women—speakers, workers, and inventors—who will change the current of the world's destiny.

They only wait development and proper instruction in our schools.

Teach the children to read properly. Let them realize that good reading is a means to an end—the best yet devised.

Good reading is a ladder on which children climb from weakness up to strength—from darkness up to light—by which the gate of the soul—language—is opened and used.

In this way all the faculties are trained at once to their fullest use in learning to read in a natural and expressive way.

Good reading will increase attendance one hundred per cent.

The children go home so enthusiastic over their reading lessons that they induce others to return to school.

The parents too begin to visit the school to hear their children read, "just as they talk."

A WRITTEN EXAMINATION.

ANNA C. BRACKETT.

SAID that we had "almost no written examinations" in this school. I append a series of questions which I made out a short time ago for one of the older classes who, in the course of their English Literature, had been required to read the "House of the Seven Gables," as one specimen of Hawthorne. I should say that all reading in our Literature classes is done out of school, the time of the recitation being spent in discovering what the girls have made out of what they have read, and in leading them by judicious questions to read intelligently and to know what to look for as they read.

The class was not mine, and they had taken so short a time to read the book, according to the report of the teacher, that it seemed to me they could not have got from it as much as they should.

I gave them the following questions to ascertain how much they had seen in the book. The answers were satisfactory. I read them through, but did not mark them. They simply decided me to say to the teacher, "All right; go ahead."

If they had not been satisfactory, I should have had the girls take home a copy of the questions, and answer them again, consulting the book freely.

When they brought me the second set of answers, I should have been sure that they had gained what I wanted them to have—an intelligent idea of Hawthorne's style and of the story. I don't think that I should have spent much time over the second set of answers, I should have been so sure that they knew about the book.

I think that I am willing to advance the proposition that no set of examination papers for children is really a good one, or can answer a useful purpose, unless we are willing to have the questions answered from open books. Any set which is really worth giving, would involve, to answer them, so much hunting on the part of the pupil that he would, at the end, have accomplished what I want him to accomplish. The examination paper, if given to children, should be a *means* and not an *end*.

I submit the questions, and await criticism.

1. Would you call Hawthorne a humorist, a satirist, a caricaturist, or a moralist, or neither, or all? *Why?*

2. What object does he seem to you to have had in writing "*House of the Seven Gables*."

3. Tell what scene in it you think the most touching?

4. What do you call the characteristics of his English? Is it strongly marked?

5. Is it like the style of any other writer you know of? If so, who, and in what?

6. Could any parts of the book be called poetical? If so, in what scenes?

7. Does the book seem to you a *great work*, or only a *pleasant work*?

8. Who is the finest character in it?

9. Is Hawthorne a fine drawer of character, *i. e.*, do his characters seem to be real people, or only descriptions? Give illustrations.

10. Does he let you see the mental processes of the personages, or give you only the results of those mental processes and leave you to judge the thoughts of the *personages* by their actions?

11. Does the ending of the story satisfy your sense of justice to every one in the story?

12. Is there any character that could have been left out without breaking the story?

13. How many distinct characters in it?

WRITTEN EXAMINATIONS.

As "variety is said to be the spice of life," so we may say that a diversity of opinions expressed is frequently the means of enlightenment to many. If there were a universal unity of thought and expression on all subjects pertaining to matter and mind, or subjects relating to the public and its interests, we believe that they would be far less interesting than they are at present; they would, at least, be quite dull and monotonous.

So, with all imaginable deference to the expressed opinions of Miss Anna Brackett, against "Written Examinations," we must say that we cannot entirely agree with her. We are in favor of them for several reasons, a few of which will follow, briefly stated.

First. They insure an accuracy of thought and expression from the pupils which the oral examination does not do. Questions are placed before the pupils, they have ample time to read them carefully, and to reflect on them; then follows a summing up and putting together all the knowledge of the subject they possess. The result is a well written, well worded answer,—the form of speech, and the grammatical construction of sentences will be a very important feature in favor of the written examination.

Second. They are less embarrassing. To a very large per cent. of pupils, embarrassment is the "straw that breaks the camel's back." The idea of making a mistake, perhaps a wrong answer, a grammatical blunder, a stammering, disconnected effort, is to their too sensitive natures what poison is to the blood. Rather than attempt an answer which, in the main, might be a credit to their knowledge, for fear of some slight inaccuracy of thought or expression, they prefer to permit it to pass unanswered. This certainly would not be the case were they permitted to answer in writing, for then the teacher only would observe the errors, and in a spirit of kindness correct the same, and thereby save the pupils from the much feared jeers and taunts of others less informed but more self-reliant. We believe that a written examination does possess the advantage of overcoming embarrassment in pupils. Let them, as well as the school know, that their answers were correct, their papers neatly and nicely drawn up, and it will establish a degree of self-reliance which the oral examination will detract from.

Third. They afford a better means of ascertaining the pupil's practical knowledge of various branches, and their ability to apply the same. In a single written examination there is called into requisition a knowledge of orthography, grammar, punctuation, capitalization and construction of sentences, etc. Pupils who have been taught these branches properly and who understand them well, will naturally apply them correctly in all their writings; if they do not, then their examination papers may be very advantageously used in pointing out such errors. An oral examination is remarkably deficient in this essential. Writing is one of the very best and surest methods of correcting the numerous little inaccuracies of speech so prevalent among even good scholars. It is quite essential in accomplishing concentration of thought and brevity of expression.

Miss Brackett's objection, that they give rise to much unfairness, etc., we believe to be not very well founded by facts, for if they be properly conducted under the management of a skillful instructor, there can be no opportunity for such. The pupil's honor

alone should be cultivated to such an extent as to be proof against any very great disobedience of established rules.

But if the pupils do manifest a disposition to sacrifice honor to accomplish an ambitious end, then it becomes the imperative duty of the teacher to keep such under close surveillance. She objects again that the labor required to examine the papers is too great to justify the end. We certainly agree with her that it takes much time, but we believe that no labor is too difficult for an earnest teacher to perform for his pupils, if he sincerely believes that it will materially benefit them. The pleasure arising from a consciousness of having done right, of having been instrumental in the intellectual advancement of others, will more than compensate for the "nervous tension inseparable from set examinations" and "loss of time till midnight."

The questions proposed for examination should not be selected from the last day's recitation, but should be selected and arranged in such a manner as to embrace all that has been treated of during several weeks back; this will test the pupils' ability to retain what they have gone over. The daily recitation cannot embrace all the lessons of the several weeks past; hence the teacher is not certain just how much the pupils have retained.

Now just a few words on her former question, then we are done. Miss Brackett says she should have marked that answer 10, because she should have felt that the pupil knew the position of that organ. We do not believe that the pupil knew its position; evidently her idea of "south of the stomach," was below the stomach, and north would mean above. Had she said "north of the stomach, and a little to the right," we would have given her 10, deducting nothing at all for her careless use of the English language. This would have indicated to us that she possessed more knowledge of anatomy than of the proper use of our language.

EUG. ALBRIGHT.

THE BEST LESSON.

CANNOT our teachers use this illustration to advantage with the older pupils of both sexes?

The best lesson I ever had came to me when my father said, one day: "My son you are getting too large to be whipped, and now there are two ways in which boys cease to be governed. If they are determined to do wrong, the father must try to restrain them as long as he can, and keep them back from evil by every means in his power, until at last they are strong enough to break away.

The other way is for the son to learn self-government and the love of right, while the bands of authority gradu-

ally slip off, because they are not needed, and neither father nor son knows exactly when government ceases. Which way will my son choose?"

I never forgot that conversation. And yet I did not then understand that a boy who breaks away from his father does not thereby become free, because he is the *slave* of his own sins—the worst kind of slavery imaginable. Take the slavery of drink as illustrated by the drunkard. Is the drunkard a free man?

One who does not love to do right is no more free than an engine when it has run off the track.

WHAT A STRIKE COSTS.

LABOR Commissioner Kochitzky, in his report to Governor Marmaduke, of Missouri, makes the following estimate of the loss occasioned by the strike on the Southwestern System of Railroads: loss in wages to strikers, \$900,000; loss in wages to non-striking employees, \$500,000; cost of guarding the railroad's property during the strike, not counting the cost of boarding guards and furnishing them with arms, \$58,727; loss of revenue to the railroad company, taking the earnings of 1885 as a comparison, \$2,500,000; actual damage to engines, bridges, buildings, etc., \$300,000.

A total of *four millions two hundred and fifty-eight thousand seven hundred and twenty-seven dollars*.

Ignorance costs. Intelligence pays!

SENSIBLE ADVICE.

A FEW days ago P. T. Barnum in an address to business men at Bridgeport, Ct., said: "You do not, any of you, advertise enough. You ought to use printer's ink every day. You are asleep and want your business to run itself. Standing advertisements in a paper command confidence. The man who for a year lives in one community and leads a reputable life, even though he be of moderate ability, will grow in the confidence and esteem of his fellows. On the same principle a newspaper advertisement becomes familiar in the eyes of the reader. It may seldom be read, still it makes the name and business of the man familiar and its presence in the columns of a paper inspires confidence in the stability of its enterprise."

Is the following statement and conclusion true?

Boston boasts a population of 363,000. The saloon ratio is one to every one hundred and twenty-five; arrests one to twelve and a half; court expenses, \$2,324,860; license revenue, \$500,000. That is to say, for every \$1 revenue about \$4 expense. Boston can stand a little more intelligence yet.

THE best teaching not only gets the pupil to work, but to think. Then he not only makes combinations and forms, but creates them. This is the best teaching.

ARKANSAS

EDITION

American Journal of Education.

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J. B. MERWIN, St. Louis.....

IN regard to the effects and results of illiteracy and poverty in this country, we need not only to recognize the fact—but teach it in all the schools also—that the unity of mankind manifests itself in this, that whatever permanently impairs the well being of one part of the social state impairs the well being of the whole.

MR. E. H. COFFIN, the old (but young) popular, efficient Ticket Agent of the "The Great Wabash Route," at No. 220 North 5th street, St. Louis, will be glad to see, or to furnish information, to the people who propose to travel east of the river, or west of the river.

You can reach almost any and every point in the civilized world East or West by "The Great Wabash Route" and its connections. Its equipment is of the best. It runs its own unrivaled Dining Cars, and makes all connections in Union Depots.

MR. S. W. SNOW, the new General Pass. Agent at Chicago, brings a large experience to this responsible position and proposes to boom the passenger business on the *merits* and extent of the line itself.

WE have been greatly interested in Dr. Adam Miller's book of "Lessons on Memory; or Mental Gymnastics." It is full of valuable suggestions to teachers and professional men. Life, indeed, would be a dreary waste to most people without memory. You will find Dr. Miller a very prompt and full correspondent.

Dr. Miller is also the author of a Geometrical system of short-hand writing which he calls "Laconography." This work has already reached a second edition.

WE are sure that Mr. Chas. L. Burr, of Springfield, Mass., who raises over 200 varieties of Annuals, has a catalogue of seeds that our readers will want to know all about. His "prize pantries" have taken over 70 first prizes. Ask him to send you his Annual Price List. Address, Chas. L. Burr, Springfield, Mass.

THE saloon in politics—and everywhere else, in fact—lowers the whole tone of society. If it keeps politics corrupt it also deadens religion, interferes with intellectual progress, popularizes all mean and vulgar things and ideals, brutalizes the amusements of the people generally, and degrades the prevailing standard of morals and manners in the States.

The saloon must go!

THE man who has nothing to boast of but his consistency is only a wood en man at best; he may serve for a tobaccoist's sign, but he is of little use elsewhere in this busy world in which the thoughtful man must ever be learning and changing his views and relations.

SOME of the old political hulks, which are still floating on the surface, seem to lose sight of the fact that nearly *all* the people and the children *read* now-a-days, and know what is true and what is needed.

PRACTICE upon the "expectant" theory will not suffice for all crises. There will come test hours, when the hand must be put forth, or stayed; when the seal of *deed* must be set to the secret motive.

IT takes a great many lives, in a great many different ways and places, to make a world.

MUSIC.

BY PROF. J. B. NYE.

TEACHERS! those of you who have not yet tried the delightful practice in opening and closing your schools with one or two familiar songs, please try the experiment at once, as I feel confident, by my experience as a teacher, that it will pay you in many respects. I even use the Organ in the school-room to accompany the sweet young voices. Indeed, we all feel at home here—harmony and happiness throughout the whole school.

All teachers can have this kind of enjoyment if they make the attempt to obtain it. Moderate practice of music encourages the pupils to study the other branches more cheerfully and more thoroughly. After you have this practice fully established, see how every pupil takes an interest in it. By changing your programme you call out Music to your school, same time keeping your eye on your dullest pupil, and see if he is not now as lively, and ready for music as the brightest pupil of your school.

Music will draw the patrons as visitors. It will bring the Board of Directors round more frequently, if you greet them with beautiful songs. They will also give you better addresses.

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INDIVIDUAL progress in all the elements of moral excellence is the one great aim of our work as teachers. Worth of character can harm nobody. The great man of the day must also be strong and good, to hold his greatness.

ST. LOUIS ABROAD.

THE *Cleveland Plain Dealer*, in a late issue, under the title "St. Louis Schools — What the Missouri Metropolis is Doing for Education," contains the following items from one of its Special Correspondents.

ST. LOUIS, Jan. 14th, 1886.

I observe that the Public School affairs of Cleveland are being discussed through the columns of the *PLAIN DEALER*, and it may not be uninteresting to your readers to learn something of our St. Louis Schools.

This is a city of Colleges, Seminaries, Private Schools and Public Schools, and also the seat of Washington University, which has graduated hundreds of strong men, and has been presided over for many years by the renowned and noble educator, Dr. Eliot, now 75 years of age, and yet serving as its Chancellor.

Dr. Eliot, with an able corps of assistant professors, has been instrumental in building up this institution from small beginnings to that of one of the strongest Universities in America.

Washington University is the father, too, in America of the

MANUAL TRAINING SYSTEM, and has one of the largest and most successful Schools of Manual Training ever established in any country.

Dr. C. M. Woodward, whose name is known throughout both continents, is really the founder of the Manual Training System in America, and is recognized throughout all the country as the highest authority upon University and Manual Training.

THE PUBLIC SCHOOL SYSTEM of St. Louis is second to none in this or any other country, and this excellent system, so celebrated for its breadth of instruction and discipline, was organized, systematized and perfected by Dr. William T. Harris, who was for twenty-two years connected as Principal, Assistant Superintendent, and Superintendent of the St. Louis Schools, but now one of the great lights of the Concord School of Philosophy, and at this writing is on a visit, with other distinguished Bostonians, to the Pacific Slope, in a special car.

So popular with the educators of the West is Dr. Harris, that in all the leading towns through which he passes, educational friends flock to the depots to pay him their personal respects.

He has left his impress upon the people of St. Louis so largely that, while now a resident in the East, no man living is more truly beloved by

the citizens of St. Louis than Dr. Harris.

St. Louis is also the abiding place, and has been for nearly a fifth of a century, of Mr. J. B. Merwin, the able editor of the *American Journal of Education*, the distinguished temperance advocate, and one of the most eloquent speakers of the West. It is said that Mr. Merwin has addressed more educational conventions and temperance meetings than any man now living, and that he has done more effective work in building up Public Free Schools in the South and West than any other five men.

Mr. Merwin bears his 50 years and the hard work of a busy and useful life gracefully. His power is felt in at least half of all the States in the Union, for, with his pen and his voice, he is constantly pleading for larger and better systems of education, and for the elevation of the masses to a more intelligent citizenship.

It is doubtless true that in the National Congress at Washington, and in at least ten state legislatures the officials consult J. B. Merwin on educational and temperance topics more generally than they do any other individual.

No public speaker of St. Louis commands so large an audience as he does wherever he is called to speak, or so fully magnetizes the people by powers of eloquence, which, in many respects, are similar, if not equal, to those of the late John B. Gough.

The *American Journal of Education* has the largest and widest circulation of any similar periodical in the West, and it is growing constantly, with its eight editions, in popularity and influence.

The Catholic Schools of St. Louis are various and numerous, and comprise among others the Christian Brothers College and St. Louis University, whose new buildings, now in process of erection, cover acres of ground.

All in all, no city is better supplied than the "Future Great" with public and private institutions of learning.

A bill has just been introduced in the Missouri Legislature, applying one-third of the State revenue to Public School support, and friends of the measure think its passage a certainty.

Our people are becoming thoroughly imbued with the spirit of first-class schools, first-class school houses and the best of teachers.

L.

It is only from our limited and faithless eyesight that any of our work as teachers seems to fail; but do not let us be discouraged because our short reeds of measurement cannot compass all the results.

EVERY good and great thought which genius and piety throw into the world, alters the world for the better.

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References as to the Presidents of the best Colleges as an educational worker: Bishop McTyeire, President of Vanderbilt University; Rev. Geo. W. Price, D.D., Pres. N. C. Y. L.; Rev. W. E. Ward, D.D., Pres. Ward's Seminary; Hon. W. B. Bate, Gov. Tennessee.

Clip this advertisement for future references.

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For full particulars, address C. J. ALBERT, Manager.

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TEXAS

EDITION

American Journal of Education.

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W. S. SUTTON, Houston, Tex. Editors.
J. B. MERWIN

THERE is no limit when you have taught your pupil to read—to the accumulation of truth, and the power it will bring.

WE ought to inspire our people every day to look upward and forward for more strength of purpose and character, for there is really no limit to the activity of the intellect.

WHEN the pupil can put letters together and form a word or words, and form a sentence, and add two and two together and know the sum is four—then the hints of attainable truth and practical achievement throw out living signs of triumph from afar.

HUNTSVILLE.

A CORRESPONDENT of *The Central Christian Advocate* pays the following well-earned and well-deserved compliment to Dr. Baldwin and his assistants:

"Two State institutions are located here, into both of which we were inducted, and, we hasten to say, in both were treated with great consideration—the Sam Houston State Normal School and the Penitentiary. In charge of the former is Dr. J. Baldwin—at one time President of the Missouri State Normal School at Kirksville—assisted by six capable teachers.

Over two hundred students are in attendance, and more than a thousand enjoyed the advantages of the school the last year, coming from one hundred and two counties of the State. Besides Texas, eleven Southern and eight Northern States were represented, and one student reported from England. This record speaks well for Huntsville as a sanitarium.

The State defrays all expenses of students who are her wards—one from each Senatorial and Representative District, selected by competitive examination, and three from the State at large, selected by the Board of Education. All others pay tuition. Three hundred and eighty-five graduates have been sent out, eighty-six of whom pursued the three years' course of study."

OUR lives and our teaching, which ripen into deeds, grow momentously significant in the light of these new and larger duties of citizenship into which we are conducting the pupils in our schools.

Are we large enough for this work?

WHEN, as teachers we have really helped others, there comes to us the consciousness and joy, and the power too, that abides with us forever. It is in this way that we gain new life; and this is the real recompense and reward of the teacher, and not the paltry wages doled out for the services rendered.

LET US live to do, and not waste life in preparing to live.

THERE is something mightier than a born name—there is a born soul and desire of nobleness.

YOU can make up your mind that living is a strange thing. If you put it together just as it is given out, it hardly looks as if it belonged to the same piece. It sounds positively wicked if you tell of it. Dusting and Divinity—prayers and pie-crust—mix themselves up together. Joseph's coat was of many colors—so are God's love and gifts.

MORAL sentiment, moral teaching and moral quality, we should remember, are diffusive, and run at once, like electricity, through the entire circle of intelligence by which the teacher is surrounded.

THERE is no bound to duty, no barrier to moral achievement, in the training of our pupils in the school; and this part of the school curriculum should not be overlooked or neglected; for in this training life grows all the time more real.

SCHOOL POST-OFFICES.

THERE is too much careless letter writing. Pupils need especial drill in this branch of composition, but writing letters to imaginary persons for composition practice is a spiritless exercise.

A carefully supervised system of correspondence between the pupils of a school would be more useful because more real and more enjoyable. Different plans may be tried. For instance, assign cities in different parts of the world to pupils, and let their letters to each other be descriptive of the people, scenery, objects of interest, etc., of the places from which they are supposed to write. A school post-office may be carried on under rules similar to the following:

1. Mail distributed each morning, say five minutes to nine.
2. Each letter written by one scholar to another must contain a question pertaining to some subject presented in some text-book used in the school.
3. The scholar receiving the letter must answer within a week from the time when received, and also state in his letter the number of mistakes found in the letter received.
4. Letters must contain no matter not pertaining to the school.

5. If scholars receive letters which they cannot answer, they may write and ask the teacher to assist them.

6. All written exercises given out in the classes must be directed to "The Teacher," and put in the office.

7. The postmaster will inform the school secretary of the number of letters distributed each morning, who will make a record of it in the school journal.

8. The teacher will have the privilege of inspecting the letters at any time before distributing.

9. Each morning the postmaster will collect the letters distributed the day before, and pass them to the teacher, who will correct and return them the next day.

10. The school secretary will make a record of the letters free from errors, and also state by whom written.

11. Letters must be neatly written and properly directed.

12. The teacher would be pleased to correspond with any scholars upon any subject pertaining to their lessons or to the school.

Be sure and teach the pupils to sign their names plainly. If a lady, let her say Miss or Mrs.

We are at the extra expense of one clerk, because people do not sign their names properly and plainly, and it frequently happens that those who subscribe for and pay for the AMERICAN JOURNAL OF EDUCATION are deprived of its inspiration and instruction for two months or more because they do not sign their names and give their P. O. address so that it can be properly directed.

By all means start a post-office and learn how to date, write, sign and properly direct letters.

GEORGIA.

EDITORS OF THE AMERICAN JOURNAL OF EDUCATION:

We desire to thank you for the terse, practical way you have of showing those in charge of our schools the necessity and practicability of more "tools to work with" in the school-room.

Primary and country schools need apparatus more than those more advanced—if such a thing may be said—and yet how much we all need, especially every efficient teacher. Blackboards, Maps, Globes; and where the system is a little more expanded, Chemical and Philosophical Apparatus. No school is anything like equipped for successful work without these things, and their value to both teacher and student is really not easily estimated.

When the expense is scattered over all the taxable property of the district, or among the tax payers, it becomes a very small amount for each one, and yet all the children get the benefit of it, year after year, right along.

Another item of the utmost im-

portance is

PROPER ORGANIZATION.

A school, to do effective work, should not only have Blackboards, a Globe, Outline Maps and Charts, but the Students should have the use of the best Text-Books in the branches taught and studied.

It now and then happens in Public Schools that the teacher is wholly debarred from selecting Text-Books, by the State Commissioner of Public Instruction having already prescribed specifically what books shall be used, and thus it sometimes happens that a high Public School functionary materially damages the educational advancement of a State by the adoption of Text-Books not well adapted to impart the information desired.

Such is not the case in this State, as the books prescribed by the School Commissioner are good.

Science, in our common schools and academies is almost a non-entity, and how seriously deficient, and in many instances wholly ignorant of anything outside of the mere routine of Grammar, Geography and Arithmetic, Mythology and Mathematics, which sum up the acquirements, while Chemistry, Botany, Zoology or Geology is not attempted to be imparted.

This vacuum, it seems to us, should be filled, for it comprises practical information that all are in need of. Our teachers should not rest until they arouse an interest in these studies, and get the Text-Books best adapted for presenting them in the most concise and comprehensible manner.

I should deem it a great favor if some competent person or teacher would inform me privately what Text-Books they use in Chemistry and Botany, and state what books they find of most practical value. I will be glad to confer a like favor. To ask such information through the JOURNAL might be the means of giving some publisher gratuitous advertising, which you might not feel disposed to do. Some of our publishers are very kind to teachers and render them every possible necessary assistance; others who will not allow a teacher to examine a Text-Book published by them until a hundred percent on cost of publication has been received.

The scope of our common schools needs enlarging—better facilities, longer terms, and last, but not least, the teachers should be better paid. We thank you for all your strong work in this direction.

J. W. WALKER.

Pine Mountain, Ga., Jan. 20, 1887.

LET US get acquainted with this world in which we live, and be able to reveal and interpret it, so that our pupils can get at and utilize its essence and power, and make the most of the life it sustains.

SURPRISE lends freshness to truth. It may be an old truth, but it turns up in a new form, or comes in at an unexpected moment, or in hitherto unobserved relations.

THE farmer plants his seed, and while he is sleeping the corn grows. So with advertising.

HALF a million dollars is needed to supply the immediate, pressing needs of people in Texas who are dependent on charity.

WHAT sort of a constituency has Senator Calhoun of Texas?

When the motion was made to furnish newspapers to send to the people containing the proceedings of the Legislature, the *Statesman* says:

"Senator Calhoun, true to his past record vehemently opposed the resolution in one of his characteristic speeches. He said, 'I don't believe the people can read the papers and find out what is going on.'"

What sort of a statement is this for a Texas State Senator to send out over all the country—that his constituency "Can't read the papers?"

A COURSE OF LECTURES.

CAN we have it? Yes. How shall we secure it?

The following suggestions, with such modifications as the circumstances may require, will be found practical.

Mr. M. L. McQuown, of Clearfield, Pa., says:

"Every town and village can and should have a good lecture course. It is an educator of vast importance and results in great social and moral good. All that is necessary to make it successful is co-operation and energy. It should not be organized for speculative purposes, but for the public good. I offer the following hints regarding the organization.

1. To formulate the organization and place it upon a business basis let ten, fifteen or twenty enterprising men and women form an association by selecting the proper officers and committees, and start a reserve fund by depositing with the treasurer \$5 or \$10 each, according to the number of members of the association, to remain secure for any deficit in the proceeds as the course progresses, each member to share in any surplus that may remain in the treasury at the close of the course, and to be liable for his share of any deficit.

2. When the organization has assumed proper shape, let the proper committee proceed to arrange the programme for the season, to correspond with some lecture bureau, and secure speakers at stated times during the

year. The aim should be to open the course with the best available speaker. Before the opening, have large posters put up announcing the entire course, with names of speakers, subject and date of appearance of each.

3. Arrange the tickets for the full course, prior to the opening, and place five or ten course tickets into the hands of each member of the association, with the understanding that he shall make a personal canvass among his friends, and thus many course tickets can be sold. Each member of the association will have his circle of friends, and distributed in the manner before indicated, many more tickets will be sold than if they are left in some store, and no personal effort put forth to sell them. Then, too, some of the more wealthy people can quietly slip a "Course Ticket," admitting a lady and gentleman, into the hands of a few who would appreciate it, but who are not able to buy it.

4. Have single tickets on sale early at a low price; endeavor to have your hall filled the first night, and each succeeding night will have its large audience without so much effort. As the course advances, the interest of the people will increase, and when the final lecture of the course is delivered, the association will not only have the reserve deposit returned to them, but a handsome dividend in return for their efforts.

5. If you have no public hall arrange with one of the churches. Churches are always willingly given for such a deserving project as a lecture course. It is often best to have about eight lectures in a season, four of which should be before the holidays and four after. When arranged in this way it is best to announce the first part and at the close of it the second part.

6. Managers, county superintendents and associations are advised to correspond with lecture bureaus. Let them know just what you can afford, and whom you would like, the plan of your organization, and they will be pleased to help you."

Such a course of "Lectures" could be organized in any or all the large towns of this and other States, and the young people as well as the older ones would be greatly interested and profited.

It would counteract also much of the demoralization from the cheap traveling shows, which come and take off large amounts of money and leave nothing to show but demoralization.

THROUGH this door of intelligence we pass on into illimitable consequences and power.

TENNESSEE.

A PROMINENT school officer writes from Henderson, Tenn., under date of Jan. 20th, 1887, that the "Petitions are being signed, and will be forwarded early.

Three-fourths of our people and all of our teachers are in earnest in demanding the passage of the Blair Bill.

I have advocated such a measure always and at all times since the Emancipation Proclamation and the Amendment of the U. S. Constitution, giving the Freedmen of the South the right of suffrage.

The country has been only too slow in putting into effect this inevitable corollary of those measures. It ought to have been put into effect promptly twenty years ago, and I believe any further delay will bring a great historic shame, if not disaster upon the whole people. I regard this delay as a shame on the entire people of the country North and South, and in its advocacy I could never know party or section, believing as I do that patriotism and the love of Constitutional Liberty demands in no uncertain tone our supreme support of the measure.

I am not a teacher, and probably directly the measure if passed would never benefit me or mine a farthing in a pecuniary way. On higher grounds I have advocated it, and shall always do so, as long as I can either write, speak or vote."

J. S. W.

HOW AUNT DORIS HELPED.

BY ROSE OF TANGLEWOOD.

Chap. I.

"DR. CREIGHTON'S daughter has been elected to a position in our city schools, Ebenezer, and if she comes I shall do for her just as I would like other people to do for Dorinda, Pauline or John Eben when they are from home teaching. Make things pleasant and easy like, you know.

I want you to bustle around and find her a boarding place right away. Half of her success depends upon that. She must have a light, airy room, good fare and plenty of it to keep up her physical strength; a chance to be quiet to read, write or study when she wishes, and a bright, social fireside circle to draw her mind from herself and her work occasionally.

She must be near enough to the school-room so that she can go home to dinner. Pauline says the hardest part of her work is superintending the building at the noon intermission. Two or three hundred children let loose on a rampage would fret a young thing like Edith bald-headed in a

month—and just far enough to have a nice walk in the fresh air and sunshine—Dorinda stays in the house entirely too much—but not so far as to make it disagreeable in bad weather.

You are afraid I am too particular and you can't find such a place in Tamarack? Ebenezer you haven't tried! Go boldly forth and see what you can do, and if there is a Presbyterian family that will—"she is not going to teach theology?" and "one religion is as good as another" and "there is nothing in a name?" Well, Eben dear, then why did you ask me thirty years ago to change mine?

I tell you, Ebenezer, infidelity is fastening its poisonous fangs in the hearts of our young men and women, and teachers are no exceptions.

She is not going to teach or study theology but she is going to study the lives and examples of those with whom she daily associates; and fifty children with wide-opened eyes, keen perceptions and senses all alert will read from her as from an open book, and that frail girl of eighteen, when she enters the school-room, has responsibilities as great—obligations as sacred and binding as any theologian in the land.

Being a Presbyterian and used to their ways I thought she would feel more at home with them, but she is your own brother-in law's step-daughter and you may trust her with healthen if you have a mind to, it makes no difference, whatever to me, Ebenezer. I intend to invite her here often and help her with my advice whenever I can.

You did not know that I was a professional adviser of school-ma'ams? I should think after having raised three ornaments to the profession, and having seen them on pinnacles of success, I might have some trifling understanding of a teacher's needs and ambitions.

There is a stack of letters in the bureau drawer upper right hand corner that would make a good sized book on teaching. Those tied with blue are Dorinda's and tell of her progress from that first term in the old log school-house at Wintergreen to the principalship of Glen Rose Seminary.

Pauline has, for three years, given us pen pictures of her pupils in the graded school, and John Eben's dealings with the bad boys and pretty girls have been faithfully chronicled.

I am sure I can help Edith, morally sure of it, Ebenezer, and you may laugh, as much as you please, at my Normal school of one scholar."

WE can form no guess at the time of receiving a new thought, of its comparative or growing power.

DO YOU WISH HELP IN TEACHING GEOGRAPHY?

Norris' Unique Helps render Geography a continuous delight to teacher and pupil. Send 4 cents in stamps for specimen parts.



PROF. C. M. WOODWARD.

THE modest, unobtrusive, hard-working, accomplished, broadly cultured scholar, whose name stands at the head of this article, finds himself the "heir-apparent" to a great legacy of responsibility.

For more than twenty years he has been connected with Washington University, and no small part of the honor of building up this Institution to its present magnitude belongs to him.

Will not the Board of Trustees do the best thing for the University by giving his work at this point in its history the fullest recognition?

The trend of the Educational movement in this country, as well as in Europe, is towards a union of the so-called practical and the theoretical methods of culture in contradistinction to an exclusively theoretical method.

Washington University stands, by virtue of his work in this direction, as the best exponent of this movement in the West, if not in the whole country.

Prof. Woodward inaugurated and has carried to a remarkable success the "Manual Training" Department of Washington University. This Department seemed to round out more completely the culture which the University designed to give. In other words, as Prof. Woodward has felicitously stated it—"We put the whole boy to school." The mental, moral and physical nature are all put into training and development—giving a more symmetrical character as a result.

Prof. Woodward, by virtue of this success, and the practical solution of this Problem, has found himself clothed upon not only with a national, but with an international rep-

utation, as one of the foremost educators of the day.

He has been invited to make addresses on Education in all the leading cities of this country and in the European centers of culture and civilization as well.

Manual Training Schools, modeled after the one inaugurated in Washington University, have sprung up all over the country, and they are doing a much needed and grand work.

The Board of Directors of this Institution are confronted with a very grave Problem in choosing a successor to the late Chancellor Eliot.

As has been well said by Geo. E. Leighton, Esq., Vice-President of the Board, "the head of such an Institution must have great executive

ability—a broad interest and sympathy with the whole work." They will take into careful consideration the fact that Prof. Woodward is an able executive officer and organizer; a classical and scientific scholar of high rank, and that no man is more familiar with the several courses of study and the needs of the Institution than he, and no man can be found who will command in a higher degree the confidence of those to whom the University must look for its material support in the future.

No man is more popular with the masses of the people of this and adjoining States—no man is better known among Educators or more conversant with the influences which are to draw students to the University from Educational centres. He is a "man of affairs" as well as a scholar.

He has been intimately associated with the execution of several important movements of great public interest with which we are all familiar.

The New York *Nation* says of him as a writer on Engineering, that his work on the St. Louis Bridge is the most valuable contribution to American Engineering literature that has yet been made.

To recognize successful work by a judicious promotion to a larger usefulness, is sound doctrine alike in politics and education.

While the wide circle of friends of Prof. Woodward would rejoice greatly if his eminent services as an educator in all these broad spheres of effort covering so many years and crowned with such eminent success, should now receive such recognition as to place him at the head of Washington University, they yet feel that they must chiefly rejoice that the University is to be secure in the permanent possession of such a leader.

We speak for and in behalf of a constituency which extends over several adjacent States.

The influence of this non-sectarian, non-partisan, strictly Catholic University is felt, and must continue to be felt far beyond the limits of this city. It is in the interest of these broad outlying States, as well as of St. Louis itself that we have thus spoken.

As Chancellor of Washington University Prof. Woodward would carry it on and up, and make it the new Harvard of the new West.

In a recent lecture to the Yale College Seniors, Prof. William G. Sumners said: "An Indian needs seventy square miles of land to support him living on buffalo. The same amount of land would support 7,000 white men. And because the 7,000 white men will not let the one Indian have the land is the whole trouble of the much discussed Indian question."

Ignorance and barbarism costs. Intelligence pays.

As we rise in the scale of moral worth, the eye becomes clearer and wider of vision.

During the year ending Nov. 1, 1886, there were strikes in New York State among the employees of 1900 different establishments. Of these strikes 381 were for an increase of wages, and 244 were successful.

INTELLIGENCE teaches us to concede to others whatever we claim for ourselves, or to live out and up to the fine precepts of the "Golden Rule," to do to others as we would have them do to us.

LET us so present the good and value of culture, that it shall survive and grow because of its own inherent persuasive excellence and power.

THERE is vastly more good in the world than ever finds expression or interpretation; so let us look for and work for the good.

ILLINOIS.

EDITION

American Journal of Education.

\$1.00 per year in advance

E. N. ANDREWS, Chicago..... Editors.

J. B. MERWIN, St. Louis.....

THE Chicago Board of Education at a recent meeting raised the salaries of the teachers, giving the Superintendents \$4200; two assistants each \$3500; special Superintendent of German, \$2000; special teachers in music and drawing, \$1900; three Principals of High Schools, each \$2400; nine assistants at \$2000, two at \$1800 and four at \$1600

This increase ought to include every teacher in the city.

A NATIONAL EXPOSITION.

THE National Educational Association have decided to hold an educational exposition in connection with the meeting of the association, at Chicago, in July, 1887. The display will comprise a main exhibition and annex as follows:

MAIN EXHIBITION.

1. General School Work, in all grades.
2. Kindergarten Exhibit—with processes.
3. Industrial Exhibit—including work by the defective classes: with processes.
4. Art Exhibit.
5. Miscellaneous.

ANNEX.

1. Exhibit of Apparatus and Supplies.
2. Exhibit of School Books.
3. Exhibit of School Furniture.
4. School Architecture—including models, plans and elevations, and schemes for heating and ventilating.
5. Miscellaneous.

All correspondence bearing upon this should be addressed to ALBERT G. LANE, Director National Educational Exposition, CHICAGO, ILL.

THE New Passenger Agent of the Chicago and Northwestern Railway, will be glad to make arrangements early to bring down all the Teachers of the Northwest, and their friends too, who may wish to attend the National Teachers' Association, to be held in Chicago next July. Write to E. P. Wilson, Gen. Pass. Agent, Chicago, Ill., for particulars and circulars of this splendid and unequalled line.

Is it not safer and better to look this evil of illiteracy square in the face; measure, so far as we can, its results, and lay wise plans to get rid of it; rather than deny it and attempt to dodge it, and cover it up?

ACTIVITY and intelligence are the key-notes to success in all spheres of life.

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PENS

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Schools.

SAMPLE BOX, containing 18 PENS each
Number (36 Pens) SENT, POSTPAID, ON
RECEIPT OF 10 CENTS.

Ask for Nos. 71 and 107 Pens.

Ivison, Blakeman & Co., Sole Agents. 753 and 755 Broadway, N. Y.

KANSAS.

J. MERWIN, Managing Editor of the AMERICAN JOURNAL OF EDUCATION—*My Dear Sir*: The last issue of the JOURNAL has just come to hand, and a superb number it is too.

Nearly twenty years ago I commenced taking and reading carefully the AMERICAN JOURNAL OF EDUCATION, and as I grow older the JOURNAL seems to grow better; always full of strong, good things helpful to the teacher and the people alike.

It seems especially grand and strong in this number in the above direction.

By the way, looking at the paper, I find this is Volume XX, No. 1!

Volume twenty! Number 1! Yes, that it is. Is it twenty years?

It must be a dream!

What years! No 100 years of the world's history can claim to have done so much! What a heritage it leaves to posterity.

My school here prospers. School too full as usual. Pupils—girls, many of them—ride in from three to five miles to get the benefits of what some of them (of course mistakenly) call the *best school* in Kansas. Accept thanks for all your good work.

Respectfully,

THOMAS CRAWFORD.
Belle Plain, Kan., Jan. 20, 1887.

How much of life is lost in waiting!

THE creation of value—mental, moral and physical—is your measurement as a teacher. What value do you create?

We must not only have more education among the masses, but it must be broader. *The Century*, in discussing "Topics of the Time," says:

"We can no longer shut our eyes to the fact that the American democracy is destined to burdens of which none of its members dreamed five years ago. It must solve new problems for the race, and it must do it, as it has supported other burdens of the kind, soberly, manfully, understandingly.

There is a new responsibility on our newspapers, on our other periodicals, on our public men, on our clergymen and other teachers, and it behooves them to meet it and to carry on the consciousness of it to the generations which are pressing on for the future."

We must have competent teachers in all our schools, to train and educate for these "new responsibilities"—teachers who keep well informed on current events, and who know how to adapt their training so as to solve these "new problems."

DR. E. C. HEWETT, President of the Illinois State Normal University, delivered a strong, eloquent, terse and logical address on "Pedagogy" before the St. Louis Pedagogical Society, Jan. 15, 1887. The room was crowded with teachers and citizens, who listened with the closest attention to the wise words of Dr. Hewett. He developed the latest, best and strongest features of educational psychology and illustrated, illuminated and applied the whole subject with flashes of wit and solid sentences of wisdom which will never be forgotten.

Several teachers participated in the after discussion of the topic, much to the edification and enlightenment also, of those present.

These meetings and discussions are drawing very large and intelligent audiences, greatly to the profit of all who attend. They are free to all.

Dr. Richard Edwards, State Supt. of Public Instruction in Illinois, is to follow Dr. Hewett with an address on Sat. Feb. 19th. His old friends, pupils, and co-workers will give him a cordial welcome back to St. Louis and a crowded house.

SUPT. R. W. STEVENSON, of Columbus, Ohio, by invitation of the city Board of Trade, recently delivered an address before that body, on the educational interests of the city. The main purpose of the address was to agitate the question of establishing a manual training department in connection with the city school system.

We wish every city Supt. was competent to address the Board of Trade, or any other body of citizens, upon invitation, upon any subject they might choose; and every city would be better off, if they employed and paid a man competent to do this.

MR. S. H. KNIGHT, of the *Chicago and Alton R.R.*, will make the teachers and their friends too, from the West and South, who wish to go over this *short, direct* line to Chicago, as comfortable and as happy as of old—and this means, to those who travel by this line, a great deal.

Their Dining Cars are unsurpassed; the Chair Cars are elegant and abundant, and the "Pullmans" on this line are as sumptuous and safe as skill, money and experience can make them.

S. H. Knight, Fourth and Pine Sts., will furnish information, tickets and other things desirable.

It is so delightful, once in a while, not to mind the proper way you know, or be wise and prudent, but to be as foolish and happy and unproper as one pleases.

PRINCIPLES lead the world and make revolutions in governments.

PHYSICAL
AND
CHEMICAL
APPARATUS
For Schools AND Colleges.

We offer most favorable terms as to prices, transportation, and safe delivery. All apparatus warranted. Send for catalogues, testimonials, and special terms.

Established 1850. E. S. RITCHIE & SONS, Brookline, Mass.

20-2-31 Mention this Journal

IF YOU WANT TO MAKE MONEY
OUT OF SCHOOL HOURS, or dur-

ing the coming vacation, read the review of "The Story of Baptist Missions" in the literary column of this paper, and then write for an agency. The book is as attractive as a new "Robinson Crusoe" to all readers, young and old, regardless of denominational preferences. 250 copies have been sold on a single small field in S. W. Missouri in about 6 weeks. Aside from its delightful missionary sketches, its 868 pages, illustrated by 185 beautiful engravings, contain the most charming pen-pictures of the inhabitants, scenery, customs, etc., of mission lands, and the most full and graphic delineation of Buddhism, Brahminism, Mahomedism and the other strange religions of Asia, Africa and Japan, ever brought together in a single volume.

Address C. R. BARNES Publishing Co.,

707 Olive St., St. Louis, Mo.

20-2-11 Mention this Journal

ONE of the leading Educators of Ohio, writing under date of January 21st, says:

"I am glad to be able to do anything proper to secure the passage of the "Blair Bill" by the present lower House of Congress. Have called the attention of the teachers of this country to the matter, and shall see to it that large petitions shall go at once to our Representative at Washington. The vigor and magnitude of your undertaking is certainly commendable, and the circulation of the AMERICAN JOURNAL OF EDUCATION cannot but stimulate to activity and concert of action, thought and plan to secure money for our Public Schools. I feel sanguine that the "Bill" will become a law, and that the appropriation of \$77,000,000 will eventually be secured for the Public Schools of the country. You are certainly doing a great work in this direction.

Yours very truly, B."

THE Prang Educational Company in addition to their other important School Helps, have in preparation a little work on *The Use of Models in Primary Schools*, based on a careful psychological study of the manner in which the mind is developed through the senses. It will furnish suggestive exercises to develop in the minds of children complete mental images of the type forms, with details of surface, contour, face, edge and corner. This book is designed to accompany the "Prang Primary Models." It will cover the use of twelve Models, Sphere, Cube, Cylinder, Hemisphere, Square and Triangular Prisms, Ellipsoid, Ovoid, Cone, Pyramid, and Vase Form, and will be fully illustrated.

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20-1-121 Mention this Journal

WE should advise our friends all through the West and Southwest, if they wish to embody the *best* in their school organizations, to secure the Course of Study, Rules and Regulations of the St. Paul City Schools of Nebraska.

N. J. Paul, Esq., is Sec'y of the Board, and Prof. N. E. Leach is Supt. of Schools.

WE are glad to learn that Dr. B. A. Hinsdale, lately Superintendent of the Schools of Cincinnati, is prepared to enter into institute engagements for the coming school year.

His subjects, which from a large and successful experience he is fully competent to treat, are The Philosophy of Education; the Theory and Practice of Teaching; Moral Training; the Common Branches, particularly United States History, Geography, Grammar, Language, Composition and Arithmetic. He also has lectures on general educational subjects and on American History for evening audiences.

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20-2-11

MAKING A FORTUNE.

HON. ABRAM S. HEWETT, Mayor of New York City, in his speech in answer to Henry George, cited

PETER COOPER

as an example of one who, in making a great fortune, benefitted all others very largely, not only in its accumulation but in its administration after it was accumulated.

Mr. Hewett said:

"You are trying to make fortunes. It is an honorable ambition. Other men have made fortunes. Let us see whether these fortunes were at the expense of the community or not.

I know it troubles a great many men, to understand how it is that some men should be so rich and other men so poor, and there are some of them who believe that great fortunes, or any fortune beyond the average, cannot exist without wrong to somebody else. Now, I am going to tell you of two cases that happen to come within my personal knowledge.

One of them shall relate to a man better known in this city, perhaps, than any other man that ever lived in it. The other shall relate to a man who lives in another country. They both accumulated fortunes.

If this theory of Mr. George is correct these fortunes were got at the expense, if not by the plunder, of some body else.

The first man is Peter Cooper. (Cheers.) Now, don't misunderstand me. I am not going to make one particle of capital out of my connection with M.F. Cooper. On the contrary I must stand on my own legs, and I propose to do it—(applause)—but this example is one in which every detail is known to me personally, and therefore I refer to it. He is about the only rich man whose personal history I know all about.

Now he accumulated a fortune. What he did with it is of no concern. He had a right to do what he would with his fortune, provided he gained it honestly. Mr. Cooper was a

POOR BOY,

who came to New York after the close of the war of 1812, and after trying one or two branches of business which were not to his taste, he engaged in the manufacture of glue, which at that time was imported mostly, if not entirely, from abroad.

He continued in that business for about sixty years. During that time these things happened: First, that the price of glue was reduced about one-half what it was when he began to manufacture it. Secondly, that the quality was certainly doubled in value. Thirdly, that the men whom he employed at the time of his death were receiving more than double the wages which they received at the time he began business. Lastly, the stock which is furnished by my friends the butchers—(applause and

laughter)—was raised in value five-fold.

In other words, cattle's feet which he bought for two cents each when he began business were sold at the time of his death for ten cents. Now, then, what happened?

The community had got cheaper glue and better glue. The workmen had got better wages, and most of them had accumulated property enough to live in their own homes.

The fourth generation of workmen are now working in that establishment, and lastly, the people who supplied the raw material got better pay and Mr. Cooper got rich.

Now, whose property did old Mr. Cooper steal? (Applause). A fortune was created by skill, by industry, by judgment, by enterprise, and, last of all, by capital which he had saved and accumulated. If Mr. Cooper had been deprived of the chance of making that fortune would his workmen have been better off? Would the community have been better off? On the contrary not one of these benefits could have happened, and that fortune which has been made is the source of such benefaction to this community was not got at the expense of anybody else, but to the benefit of every human being who came in contact with Mr. Cooper."

OUT of all lives, actual and possible, each one of us appropriates continually into his own. This is a world of hints only, out of which every soul seizes to itself what it needs.

WE are like children of a vast inheritance, only coming to it as the needs come; opening out treasure after treasure in truth, as we do in the heart of the globe, as the life demands it.

THERE is only one way to end the strife between capital and labor, and that is to make the laborers capitalists. This end can be promoted by co-operative schemes, not only because, as we have seen, these schemes appeal to an enlightened self-interest, but because they stimulate saving, the mother of capital.

WELL STATED.

MRS. DAVID H. MASON states the functions of government as follows:

"The sole purpose of instituting government is, therefore, for protection.

Will any-body deny it?

What use, then, in having a government? It is scarcely possible to conceive of any other use.

All the functions of government, legislative, judicial, executive, and whatever else in all their branches and acts, resolve themselves into this—to protect the persons and rights of the people.

What else has a government to do? For a government to disclaim pro-

tection is monstrous. And it is not only the duty of government to protect the people in their persons and rights relative to one another, but in all their rights as a body politic relative to other bodies politic—that is, relative to other States and nations.

No one will dispute this axiom, or the comprehensive construction put upon it. Protection is the appropriate function of government. It has no other. Any other functions would be a usurpation.

All the prosperity enjoyed by the American people—absolutely all the prosperity, without any reservation whatever—from the foundation of the United States Government down to the present time, has been under the reign of protective principles; and all the hard times suffered by the American people in the same period has been preceded either by a heavy reduction of duties on imports, or by insufficient protection, thus refuting all free-trade theories on the subject."

THE GOOD OLD TIMES.

WHEN you hear people sigh for "the good old times," show them the following facts, stated by Prof. Thompson in his lectures before the students of Harvard College on Political Economy.

What we need in the West and South to make us prosperous and happy, is more education, more intelligence with the diversified industry which is sure to come from these two essential factors—but to the facts of

CURIOS INTEREST
on the "then" and "now."

In 1793 the Schuylkill and Susquehanna Canal Company advertised for workmen, offering \$5 a month for the winter months, and \$6 for summer, with board and lodging. The next year there was a debate in the House of Representatives which brought out the fact that soldiers got but \$3 a month.

A Vermont member, discussing the proposal to raise it to \$4, said that in his State men were hired for £18 a year, or \$4 a month, with board and clothing.

Mr. Wadsworth of Pennsylvania, said: "In the States north of Pennsylvania the wages of the common laborer are not upon the whole superior to those of the common soldier."

In 1797 a Rhode Island farmer hired a good farm hand at \$3 a month; and \$5 a month was paid to those who got employment for the eight busy months of the farmer's year. A strong boy could be had at that time in Connecticut at \$1 a month through those months, and he earned it by working from daybreak until eight or nine o'clock at night. He could buy a coarse cotton shirt with the earnings of three such months.

The farmers could pay no better, for the price they got for produce was wretched. Butter sold at eight cents

a pound, and when it rose suddenly to ten cents, several farmer's wives and daughters went out of their minds with the excitement.

Women picked the wool off the bushes and briars, where the sheep had left it, and spun and knit it into mittens to earn \$1 a year by this toilsome business. They hired out as help for twenty-five cents a month and their board.

By a day's work at the spinning wheel a woman and girl together could earn twelve cents.

As late as 1821 the best farm hands could be had for twenty-five cents a day, or twice as much in mowing time.

Mathew Carey, in his letters on the Charities of Philadelphia (1829), gives a painful picture of the working classes at that time. Every avenue to employment was choked with applicants. Men left the cities to find work on the canals at from sixty to seventy-five cents a day, and to encounter the malaria, which laid them low in numbers.

The highest wages paid to women were twenty-five cents a day; and even the women who made clothes for the arsenal were paid by the Government at no high rates.

When the ladies of the city begged for an improvement of this rate, the Secretary hesitated, lest it should disarrange the relations of capital and labor throughout the city.

Poor people died of cold and want every winter, in the city, and the fact seems to have made an impression only on benevolently disposed persons like Mr. Cary."

Of the ministers in Georgia and Alabama Bishop Fowler writes. "We expected to meet a discouraged and spiritless company of preachers, too poor to continue the work, and too poor to quit; but we are greeted by a great conquering army of itinerant preachers whose songs make the mountain echo, and whose courage transforms defeat into victory."

That is grand! Cannot the teachers of the South march to such songs, with such results?

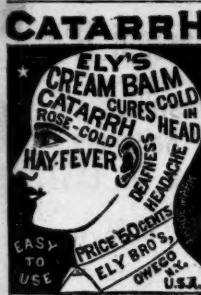
PLEASE remember that we should not look too much to those studies which will develop the mind most, but on those which will best fit for citizenship.

CATARRH.

A clergyman, after years of suffering from that loathsome disease, Catarrh, and vainly trying every known remedy, at last found a prescription which completely cured and saved him from death. Any sufferer from this dreadful disease sending a self addressed stamped envelope to Dr. Lawrence, 212 East 9th St., New York, will receive the recipe free of charge.

19-12-51

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Do all of our teachers quite realize the force and bearing of the fact, that when a good statement of the value and importance of the work they are doing gets into print that it puts with their help tens of thousands in possession of it—who, but for this, would have stumbled on, perhaps all their life long in weakness without it?

Then too, when the tens of thousands have read this fact or statement in the printed page—it stands to reinforce them again and again until they make it their own. This is the reason why we urge all to circulate the *facts* by circulating the *printed* page. Teachers help themselves in this way more than they realize.

We believe the earth life is grand; almost grander than the first heaven of rest it reaches to.

Give Ely's Cream Balm a trial. This justly celebrated remedy for the cure of catarrh, hay fever, cold in the head, &c., can be obtained of any reputable druggist and may be relied upon as a safe and pleasant remedy for the above complaints and will give immediate relief. It is not a liquid, snuff or powder, has no offensive odor and can be used at any time with good results, as thousands can testify, among them some of the attaches of this office.—*Spirit of the Times*, May 29, 1886.

GEOGRAPHY and History are inseparably connected and should be studied together with outline maps always. Civil Government should also be added to Geography.

ONE of the most hopeful signs of the times is the statement of E. O. Vaille. He says his paper "has demonstrated that teachers are not hungering and thirsting to an alarming extent for a staunch independent organ of their own. Its two great needs are still (1) paying subscribers, (2) contributors."

Why such a vile screed as he calls his "intelligence" should have any "subscribers" or contributors we cannot imagine.

SPELLING.

EDS. AMERICAN JOURNAL OF EDUCATION: I read in a late issue of the JOURNAL an interesting article upon this subject from Supt. L. R. Klemm, P. H. D., in which he "makes light" of our grandfathers' mode of spelling.

Mr. Klemm is an iconoclast. He has not the fear of age before his eyes. He has no reverence. He does not believe in "those good old times."

When he is beyond the Styx some advanced fellow will rise up and make his bones rattle, and maybe make faces at the methods he thinks perfect—tell him he was a simple-minded fellow to think of teaching spelling that way.

Now it is possible that all the old methods were entirely wrong and that all the new are entirely right. It is possible that all the words of our language were not spelled in the most scientific way or were not spelled as they should have been. It is possible that our system of spelling could have been much simpler. Yet we are ignorant as to what we do not blindly follow their old way of spelling words however absurd that way was.

There is very much said and written upon that one thing spelling. It seems to me that it would be time well spent if we would find some much simpler system for making words, than in harping upon how we can best copy the old "ignorant grandfathers" who caught up a bunch of letters and indiscriminately threw them down and called them a word.

We read other learned articles upon "teaching spelling," that quite disagree with Mr. Klemm. They say they could not succeed in making good spellers, teaching as this gentleman describes. It may be that there is no best way for universal application. The wise teacher will adopt that plan that he succeeds best with.

The excellent feature in Mr. K's article is that, he gives his method, and tells how it succeeds! Others can try this if they desire to.

J. FAIRBANKS.
Springfield, Mo., Jan. 20th, 1887.

\$1,000 Reward for your labor, and more, can be earned in a short time if you at once write to Hallatt & Co., Portland, Maine, for information about work which you can do and live at home, whatever your locality, at a profit of from \$5 to \$25 and upwards daily. Some have made over \$50 a day. All is new. Hallatt & Co., will start you. Capital not required. All ages. Both sexes. All particulars free. Those who are wise will write at once and learn for themselves. Snug little fortunes await every worker.

20-2-11 Mention this Journal

OUR teachers all over the country are doing a vast amount of good work—more than ever before—because there is more to be done. They know how to teach much better, and the children themselves begin to realize the value and importance of what is being taught them. Honesty, punctuality, prompt obedience, these are the cardinal virtues of life, and our schools drill in these all the time.



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It's a relief to begin in a new spot now and then. You get tired of the same put-upances. . . . Why shouldn't folks like novelty? The Lord does, and makes it. Or else, why do we have mornings.

A NEW WORK.—Prof. Winfrey is busy preparing to have his Scientific work go to press early in March—the Chart to the Lithographer and the History to the Book Publishers.

DID a truth ever die?

NOTHING lasts always; but we sort-of-like to have the forever-and-ever feeling, however delusive. A child hates his Sunday clothes, because he knows he cannot put them on again on Monday.

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20-2-12 Mention this Journal

FOR DECLAMATION.

AT the banquet of the New England Society in New York, Dec. 23rd, 1880, Mr. H. W. Grady, of Atlanta, Ga. responded to the toast "The New South," in a speech which has electrified the whole country. We print the following extracts for a

DECLAMATION EXERCISE.

*** "Both the Puritan and Cavalier were lost in the storm of the first revolution, and the *American citizen*, supplanting both and stronger than either took possession of the republic bought by their common blood and fashioned in wisdom, and charged himself with teaching men free government and establishing the voice of the people as the voice of God.

Great types, like valuable plants, are slow to flower and fruit. But from the union of these colonists, from the straightening of their purposes and crossing of their blood, slow perfecting through a century, came he who stands as the first typical American, the first who comprehended within himself all the strength and gentleness, all the majesty and grace of the republic—Abraham Lincoln. He was the sum of Puritan and Cavalier, for in his ardent nature were fused the virtues of both, and in the depths of his great soul the faults of both were lost.

He was greater than Puritan, greater than Cavalier, in that he was American, and that in his homely form were first gathered the vast and thrilling forces of this ideal government—charging it with such tremendous meaning and so elevating it above human suffering that martyrdom, though infamously aimed, came as a fitting crown to a life consecrated from its cradle to human liberty. Let us, each cherishing his traditions and honoring his fathers, build with reverend hands to the type of this simple but sublime life, in which all types are honored, and in the common glory we shall win as Americans there will be plenty and to spare for your forefathers and for mine.

THE NEW SOUTH.

The old South rested everything on slavery and agriculture, unconscious that these could neither give nor maintain healthy growth. The new South presents a perfect democracy, the oligarchy leading in the popular movement—a social system compact and closely knitted, less splendid on the surface, but stronger at the core—a hundred farms for every plantation, fifty homes for every palace—and a diversified industry that meets the complex needs of this complex age.

The New South is enamored of her work. Her soul is stirred with the breath of a new life. The light of a grander day is falling fair on her face. She is thrilling, sir, with the consciousness of growing power and prosperity. As she stands full-statured and equal among the people of the

earth, breathing the keen air and looking out upon an expanding horizon, she understands that her emancipation came because in the inscrutable wisdom of God her honest purpose was crossed and her great armies were beaten.

*** What answer has New England to this message? Will she permit the prejudice of war to remain in the hearts of the conquerors when it has died in the hearts of the conquered? Will she transmit its prejudice to the next generation, that in the hearts which never felt the generous ardor of conflict it may perpetuate itself? Will she withhold, save in strained courtesy, the hand which straight from his soldier's heart Grant offered to Lee at Appomattox? Will she make the vision of a restored and happy people which gathered above the couch of your dying Captain, filling his heart with peace, touching his lips with praise, and glorifying his path to the grave—will she make this vision on which the last sigh of his expiring soul breathed a benediction, a cheat or delusion?

If she does, the South, never abject in asking for comradeship, must accept with dignity its refusal. But if she does not refuse to accept in frankness and sincerity this message of good will and friendship, then will the prophecy of Webster delivered to this very society forty years ago amid tremendous applause be verified in its fullest and final sense, when he said:

"Standing hand to hand, with clasping hands we should remain united as we have been for sixty years citizens of the same country, members of the same government, united, all united now and united forever." There have been difficulties, contentions and controversies, but I tell you that in my judgment

"Those opposed eyes,
Which, like the meteors of a troubled heaven,
All of one nature, of one substance bred,
Did lately meet in th' intestine shock,
Shall now, in mutual well-beseeming ranks,
March all one way."

THE years of God are full and satisfying ; each soul shall have its turn ; it is His good pleasure to give us the kingdom. There is so much room, there are such thronging possibilities, there is such endless hope, for those who work in faith and do their best all the time.

ALL that in any life you know of or can imagine, that seems to you lovely, and to be longed for, is yours already in that very longing. You take its essence so, into your souls. And you hold it as God's promise for the great time to come.

TEACH the children that every violation of truth, not only in speech but in act as well, is not only a sort of suicide in the liar, but that it is actually a stab at the health of human society.

Sore Eyes

The eyes are always in sympathy with the body, and afford an excellent index of its condition. When the eyes become weak, and the lids inflamed and sore, it is an evidence that the system has become disordered by Serofula, for which Ayer's Sarsaparilla is the best known remedy.

Serofula, which produced a painful inflammation in my eyes, caused me much suffering for a number of years. By the advice of a physician I commenced taking Ayer's Sarsaparilla. After using this medicine a short time I was completely

Cured

My eyes are now in a splendid condition, and I am as well and strong as ever.—Mrs. William Gage, Concord, N. H.

For a number of years I was troubled with a humor in my eyes, and was unable to obtain any relief until I commenced using Ayer's Sarsaparilla. This medicine has effected a complete cure, and I believe it to be the best of blood purifiers.—C. E. Upton, Nashua, N. H.

From childhood, and until within a few months, I have been afflicted with Weak and Sore Eyes. I have used for these complaints, with beneficial results, Ayer's Sarsaparilla, and consider it a great blood purifier.—Mrs. C. Phillips, Glover, Vt.

I suffered for a year with inflammation in my left eye. Three ulcers formed on the ball, depriving me of sight, and causing great pain. After trying many other remedies, to no purpose, I was finally induced to use Ayer's Sarsaparilla, and,

By Taking

three bottles of this medicine, have been entirely cured. My sight has been restored, and there is no sign of inflammation, sore, or ulcer in my eye.—Kendal T. Bowen, Sugar Tree Ridge, Ky.

My daughter, ten years old, was afflicted with Serofulose Sore Eyes. During the last two years she never saw light of any kind. Physicians of the highest standing exerted their skill, but with no permanent success. On the recommendation of a friend I purchased a bottle of Ayer's Sarsaparilla, which my daughter commenced taking. Before she had used the third bottle her sight was restored, and she can now look steadily at a brilliant light without pain. Her cure is complete.—W. E. Sutherland, Evangelist, Shelby City, Ky.

Ayer's Sarsaparilla,

Prepared by Dr. J. C. Ayer & Co., Lowell, Mass. Sold by all Druggists. Price \$1; six bottles, \$5.

Tutt's Pills**REGULATE THE BOWELS.****Habitual Costiveness**

Causes derangement of the entire system, and begets diseases that are hazardous to life. Persons of a costive habit are subject to Headache, Defective Memory, Gloomey Forebodings, Nervousness, Fevers, Drowsiness, Irritability, and other complaints, which unless the sufferer for business or agreeable associations. Regular habit of body alone can correct these evils, and nothing succeeds so well in achieving this condition as Tutt's Pills. By their use not only is the system renovated, but in consequence of the harmonious changes thus created, there pervades a feeling of satisfaction; the mental and physical power is fully developed, and there is an exhilaration of mind, freedom of thought, and perfect heart's ease that bespeaks the full enjoyment of health.

SECRET OF BEAUTY

In health. The secret of health is the power to digest a proper quantity of food. This can never be done when the liver does not act its part. It is the driving wheel in the mechanism of man, and when it is out of order, the whole system becomes weak, and Fever, Dyspepsia, Sick Headache, Constipation, Jaundice, Bilious Colic and General Debility ensue. To restore the functions of the Liver and impart that beauty which always attends a healthy constitution, Dr. Tutt's Liver Pills are recommended. They are not a cure, but are designed solely for the disordered Liver and the diseases which it produces.

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Look at our summer program and see if you do not think there is enough of variety to give both rest and animation. Here all influences will be elevating, refining and restful. With a few recitations in the regular department, attendance upon lectures, recitations in the special departments, concerts, readings, this summer can be made the most profitable in a teacher's life. At the same time we have so many regular classes during the term that teachers can come and take as much work as they wish.

We will have regular classes in all the Common Branches, Algebra, Book-Keeping, Rhetoric, Physiology, Philosophy, Botany, Zoology, Physical Geography, Geometry, Surveying, Latin, Greek, German, Law, Vocal Music, Orthography, Eloquence.

REGULAR DEPARTMENTS.

Pedagogy.

This department, in charge of PRESIDENT MILLER, comprises the Teachers' Training Classes—graded and ungraded schools—Discussions and Lectures on Methods, Government, Theory of Education, School Supervision, Psychology, and Conferences on Eminent Educators.

Language.

THE DEPARTMENT OF ENGLISH, including Grammar, Rhetoric, and American Literature, is in charge of MRS. BROWN.

THE CLASSICAL DEPARTMENT is in charge of MISS HALSTEAD. We will have beginning and sight-reading classes in Greek and Latin, and a class in Greek Testament.

THE GERMAN DEPARTMENT is in charge of MR. CARL F. MENNINGER. Beginning and sight-reading classes. The natural method is pursued throughout.

Mathematics.

This department is in charge of MR. A. L. CANDY, who teaches Arithmetic, Geometry, Trigonometry, Surveying and Engineering. The work in Algebra is in charge of MR. RIPPETOE.

Commercial Department.

This is in charge of MR. J. C. BROWN, who instructs in Book-Keeping, Commercial Law, and Penmanship.

Science.

This department, offering excellent opportunities for teachers, is in charge of MR. MENNINGER. Physiology, Philosophy, Botany and Geography, MR. MENNINGER. Zoology, MR. HIMES. Physical Geography, MR. WALLIS.

Civics.

This department, in charge of MR. BROWN, includes a class in United States History, and one in the study of our Constitution, and another in History of Civilization.

Type-Writing, Stenography, Telegraphy and Phonography.

This popular department is in charge of MR. ELMER JOHNSON. The instruction is private and each pupil is given practical office experience.

Music Department.

In this department is offered superior instruction on Piano, Organ, in Voice Culture, Harmony, Chorus Work, and in Rudimentary Singing. The chorus and singing classes are free to all regular students.

Art Department.

This department includes work in Oil Painting on canvas, satin, tin, slate, &c., in charge of MRS. PURVIS.

CRAYON WORK AND DRAWING will be in charge of MRS. CANDY. No extra charge for free-hand and perspective drawing.

SPECIAL DEPARTMENTS.

DR. A. D. MAYO, of Boston, one of the most eminent educators in America, will be present one week, deliver five morning lectures to the school and three public evening lectures. Already many of the leading educators of the West have determined to visit us during the week Dr. Mayo will be here. His lectures and talks will do great good.

Kindergarten.

PROF. W. N. HAILMANN, of Laporte, Indiana, president National Kindergarten Association, will conduct a Kindergarten Department here for two weeks. All right education rests upon a proper knowledge of the child mind. All proper teaching rests upon a knowledge of how the child mind grows. We believe the teachers of the West are eager to know more of this great subject. We feel that Prof. Hailmann will meet with a cordial reception and will have large and enthusiastic classes.

(1) He will teach two daily classes of teachers, illustrating natural methods of teaching numbers, form, color, &c.—one class of mothers, illustrating the methods of developing the earliest ideas and discussing the character of mind, the development of faculties, &c.

(2) He will also deliver two public lectures, and will give eight morning talks on topics pertaining to the department.

Manual Training.

The demand for skilled workmen is great. The demand for a more universal skill in doing little things is equally as great. For this purpose we have added this department in the hope that much good may result from such a general diffusion of useful hints.

MR. CHAS. C. SWAFFORD, of St. Louis, will be present two weeks, and instruct in the theory and use of tools. (1) He will teach three daily classes. He will bring a supply of tools and teach the art of properly using them, of making drawings and specifications of plans. (2) He will also give special attention to the making of simple apparatus for performing easy experiments in Physics and Chemistry. The work will be invaluable to teachers. He will bring a large collection of model work from his own classes. (3) He

gives two public lectures and six morning talks on topics pertaining to his work. Mr. Swafford is of the St. Louis Manual Training School.

Temperance Physiology.

An important part of the work of every teacher is to teach the laws of health. Especially do we now need to teach the pernicious effects of stimulants and narcotics. We feel that we are filling a "long felt want" indeed, when we afford to so many teachers the opportunity of receiving such instruction.

PROF. SAMUEL CALVIN, State University of Iowa, will have charge of this department. PROF. CALVIN has had several years experience in teaching this subject, both in college and at county institutes.

(1) There will be three daily classes to receive instruction. Experiments will be performed, and the subject will be illustrated by charts, diagrams, &c. (2) He will also give two public lectures and seven morning talks on topics pertaining to the subject.

Calisthenics.

Our children need physical development. Thousands are growing up awkward and clumsy, and forming habits and postures that will inevitably injure the health. Thousands receive no training—unless the hard work of plowing and scrubbing could be called training.

DR. EMILY E. SPENCER will have charge of this department, giving daily drill to the whole school. She will also give special instruction in physical culture for ladies.

Elocution.

PROF. HENRY LUDLAM, professor of Voice Culture and Modulation in the National School of Oratory, Philadelphia, will be present for the first seven weeks of the school.

The work will comprise both drill and voice culture, and practice in the principles of Elocution and expressive reading, or the art side of the subject.

He will also give three public lectures and three evening entertainments. These public lectures will be illustrated by charts and diagrams. Also, he will give several morning talks on methods of teaching reading, and other kindred topics.

List of Special Lecturers.

The following gentlemen will be present and deliver one evening lecture and one morning talk. HON. J. H. LAWHEAD, State Superintendent, Topeka; HON. H. C. SPEER, Editor Western School Journal, Topeka; Supt. H. S. BOWERS, Pawnee City, Nebr.; Supt. O. C. HILL, Hiawatha, Kans.; and Supt. W. EBRIGHT, Beatrice, Nebr.

FURTHER ANNOUNCEMENTS.—We will in a short time have a complete prospectus of the Summer School, giving subjects and dates of all lectures and talks, giving an exact outline of the work of both regular and special departments, the date of opening of each special department, prices, &c., &c.

However, \$8, the regular tuition fee, will admit to all the regular work, to all advertised lectures, and to the Temperance Physiology, Manual Training, Calisthenic and Kindergarten work.

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Soon hundreds of schools will close. Soon hundreds of teachers will look about for a profitable way in which to spend the long interim until September. Will it not pay to so spend it as best to fit one's self for the next year's work? It always pays to prepare for the highest quality of teaching. The best and most enthusiastic teachers get the best schools and the best wages.

Contact with other teachers has a good effect upon us. We all get rusty and need polishing. Hundreds of naturally good teachers literally rust out of the profession every year.

Now is the golden opportunity. Teachers who cannot afford to take a full course at a time----teachers who cannot afford to be in school a whole year----will find an attendance during our SPRING TERM highly advantageous. High school pupils who want to teach will find a few months spent here this spring and summer to be invaluable. Teachers who have been engaged constantly for years and who feel rusty, should not lose this opportunity to "brush up." They cannot afford to miss the association with so many others of the same profession.

Fellow teachers! Do you not need something in some of these departments?

ACADEMIC AND TRAINING DEPARTMENT

1. TRAINING CLASS.—This is THE class of the school. Here all teachers meet daily. Here are discussed methods of teaching in country and village schools. The objects of the recitation, principles of government, the theory of management and the science of education, questions of school law, the philosophy of the child mind, principles of psychology, receive in these classes the attention their importance deserves. Old students are enthusiastic over the Training Classes.
2. GRAMMAR is usually ill-taught, because its principles are so little understood. A teacher must have more than mere skill in parsing and diagramming. He must appreciate the science of language. In our classes we endeavor so to treat, and have our pupils so to study, as to develop the real principles of the subject and to awaken in all a love for the science of Grammar. Scores of our students from all over the West who have attended other schools give us the praise for work in Grammar. Two classes every term.
3. ARITHMETIC—We have two classes every term. The first or teachers' class is taught by the President. It is thought that we give more attention to analysis and proper statements than does any other school in the West. The simplest problems are made preparatory to harder work. The principles of mathematics are applied in both arithmetic classes as closely as in Algebra or Geometry.
4. (a) GEOGRAPHY is taught by the regular instructor of the Science Department. It

is made thorough, preparing both for History and Science. (b) HISTORY and U. S. CONSTITUTION are made marked features of our academic work—not mere outlines of facts and clauses, but discussions of principles. Students are taught to think for themselves.

5. PENMANSHIP receives careful attention. Our instructor has had many years experience in teaching this art.
6. READING—Careful drill—taught by the President.

SCIENCE DEPARTMENT

PHYSIOLOGY—Taught, not from one little text, but by use of many, reference to large anatomies and medical works, charts, skeletons. We use the topical method. Our students get the highest grades in examinations in Physiology.

ANATOMY—This is the regular work of the preparatory medical class—others may enter

PHILOSOPHY—Taught by outlining, by reference to all large works, by drawings, and by performing experiments with apparatus made by the students.

PHYSICAL GEOGRAPHY—Taught in the manner pursued in the other sciences.

BOTANY—Taught by a study of the plants and by study of vegetables, as well as descriptive Botany.

CHEMISTRY—The medical class will study Analytical Chemistry.

LANGUAGE DEPARTMENT

RHETORIC—Taught, not by committing to memory the text-book, but by a reasonable use of the book, by reading good literature

and writing essays on sensible topics. We feel that our work in this department is superior to that done in any other school in the West.

LATIN—Taught by the natural method for ancient languages, by translating at once and using the grammar as a reference book instead of a regular study book.

GREEK—Taught in the same manner as pursued in Latin.

GERMAN—Taught by the natural method for modern languages, by conversation as the basis, supplemented by graded readers and followed by a study of Schiller.

BUSINESS DEPARTMENT

BOOK-KEEPING—Taught by the class plan, the only way, we think, in which real good, independent work is ever done. Half the term is spent in actual business, handling currency, checks, &c.

COMMERCIAL LAW—Taught by the class plan and not by lectures. Our students must be prepared to do their own thinking.

TELEGRAPHY, Stenography and Type-Writing, and Phonography.

MUSIC AND ART DEPARTMENT

MATHEMATICAL DEPARTMENT

ALGEBRA AND GEOMETRY.

LITERATURE.

We have more classes in Literature than any other school in the country. For the Spring Term we will have classes in Tennyson, Addison, Shakespeare, Longfellow, Whittier and Holland, besides one class using Swinton's Studies in English Literature.

Summary of Classes for Spring Term.—Beginning and advanced classes in Grammar, Arithmetic, Rhetoric, Book-Keeping and Physiology. General classes in Geography, History, Constitution, Physical Geography, Philosophy, Botany, Penmanship, Reading, Drawing, Law, History of England, History of China, Commercial Law and Geometry. Beginning, intermediate and advanced classes in Algebra, Latin and German. We hold no entrance examinations. Studies are elective.

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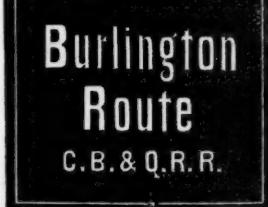
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RECENT LITERATURE.

FROM the C. R. Barns, Publishing Co., St. Louis, we have *The Story of Baptist Missions*—a wonderful story, told in a wonderful way, of a wonderful work, by wonderful men and women—a story as interesting to Christian men and women of other denominations as to those belonging to the Baptist Church—a story as interesting to children as to grown people—a story treating of "faith and work;" of history and geography, of commerce and civilization—the opening up of new fields of discovery and new fields of conquest—a story showing how extensive the existence of man becomes when we yield to a divine impulse, and that there is a superfluity of soul in us which it is sweet to consecrate to what is high and holy and eternal.

The story is told, too, with such largeness of view, with such pathos, tenderness and heroic fidelity, as to make every page of the work read more like a romance than a reality. It will be as interesting to the people of England as of America, and it will be read with tender memories, tearful eyes and a new consecration by the firesides in North Carolina and New Hampshire, Texas and Vermont, New York and Georgia—read everywhere, where men and women feel the presence of a Divine Power and a Divine Love.

The author, Rev. G. Winfred Hervy, seemed to be able to gather up the deep vestiges and inspirations which these heroic spirits, from the time of Carey in his shoe-shop at the little village of Moulton, England, down to the present, left behind them, and by his creative genius they pass again—nay more, they linger with us, towering like giants in the moral world to shame us out of our littleness and infidelity.

Dr. A. H. Burlingham (now of New York) but who is remembered for his great and influential work in St. Louis as pastor of the Second Baptist Church, writes an introduction to this great work, which is of itself a spiritual illumination, throwing the light of prophecy into and over all the succeeding pages of the work.

Dr. Burlingham says: "We have the inspiration of marvelous facts and of stupendous victories for Christ, in modern evangelization, successes—yes, Pentecost, as wonderful as Paul and Peter ever knew!"

The work is superbly illustrated by nearly two hundred engravings, vividly representing Scenes in Mission Lands, Portraits of Distinguished People.

Dr. Burlingham says: "Mr. Barns is to be congratulated upon his originality and enterprise in projecting and issuing so valuable a book, and for securing one so competent as Mr. Hervy to furnish him the letter-press and to aid him in selecting such illustrations."

The work is sold by subscription only.

Uncle Sam's Medal of Honor. An account of some noble deeds for which it has been conferred in the United States. By Theo. F. Rodenbough, Bvt. Brigadier-General, U. S. A. Large 12mo, with 106 illustrations (portraits and battle-scenes) \$2.00.

G. P. Putnam's Sons, New York. The United States Medal of Honor was instituted by Congress in 1862, and is similar in character to the "Badge of Merit" instituted by Washington, the Victoria Cross, etc. It is the only authorized military decoration for valor in this country, and this volume has been planned to present some of the most stirring and dramatic incidents connected with the history of the medal.

The narratives are, in many cases, related by the actors.

Flags are captured, wounded comrades are rescued under deadly fire, and enduring adventures on the frontier are related in a plain "camp-fire"

fashion—principally by men in the ranks.

"Young America" will find this book a wholesome substitute for the dime novel, while "Our Veterans" can rely on the historical accuracy of the statements.

There is no reward for military merit dearer to the heart of a soldier than the decoration bestowed by his Government for brave deeds in the line of duty; and that a great nation possessing for more than twenty years a congressional decoration for valor, already conferred upon hundreds of heroes, should be indifferent or ignorant of its existence is astonishing.

Gen. Rodenbough has rendered a service as important as it is interesting in presenting this record of noble deeds and a partial list of the names of those whom the nation delights to honor.

The February Century will contain an article by George Parsons Lathrop on "The Bailing of Jefferson Davis." It presents for the first time the curious history of the influences and occurrences which led to Davis's liberation and the abandonment of his prosecution, showing how Abolitionists like Greeley and Gerrit Smith co-operated with extreme Democrats in bringing about this result. The material for this article is mainly derived from the recollections and documentary evidence of Ex-Chief-Justice Shee, of the Marine Court, who was the attorney of record in the Davis case, with Charles O'Conor as senior counsel.

MR. FRANK H. DOUBLEDAY, who has edited and managed *The Book Buyer* with success, has been given an important position in the publication department of *Scribner's Magazine*.

MR. D. T. AMES sends us "Ames' Copy Slips," which must win their way into every school we should judge.

Pupils need to be taught to write a plain hand with correct forms. These slips will teach any child this art.

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The Essential Nature of Religion. By J. Allanson Pitton. Price, 15 cents. J. Fitzgerald, Publisher, 108 Chambers St., N. Y. The author of this profoundly philosophical essay holds that in the relation of our personal life to the world about us is found that which insures to religion an adequate scope and a permanent place, under all fairly conceivable revolutions of thought; and that though Religion may be called by many names, its essence is recognizable in all the highest activities of human life, even where these have been condemned as irreligious and impious.

MESSRS. LEE & SHEPARD will soon publish what promises to be an especially helpful book, *How Shall My Child be Taught? The Science of Teaching Illustrated*, by Mrs. Louisa Hopkins, a teacher of Normal methods in the Swain Free School at New Bedford, Mass.

MESSRS. D. C. HEATH & Co. announce for early publication *A Synopsis of the Nature and Effects of Alcohol and Narcotics*.

MR. B. F. UNDERWOOD, editor of *The Index*, goes from Boston to Chicago to establish a new liberal journal called *The Open Court*, devoted to Science and Sociology.

The Kansas Chautauquan, published at Topeka, Kansas, is the official organ of the "Methodist Assembly of Kansas." It is published quarterly at twenty cents per year. Subscriptions are sent to Rev. L. A. Rudisill, Topeka, Kansas.

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THE C. B. and Q., folks want everybody to understand that the old "chestnut," of these cabalistic letters, still holds good—the "Cheapest, Best and Quickest" route from Chicago to Omaha and Denver, from St. Louis to Quincy, Keokuk, Burlington, St. Paul and to Denver also.

Mr. J. M. Bechtel, the Gen. Ag't at St. Louis, does not think the following drive of the poet "Coldfellow," after Hiawatha—sometime after, by the way—will frighten people now who want to make a quick trip up to St. Paul.

He does expect everybody to remember it, in the summer, when they wish to escape the torrid heats of St. Louis and the South, though.

"Coldfellow" says

In St. Paul they build a palace, Build it solely out of water; Stand the water right up endwise, Stand it there until it freezes, Freezes harder than blue blazes By the breath of Manitoba In that freezing Minnesota.

The C. B. & Q., will be in the market for St. Paul passengers winter and summer from this time on, and "don't you forget it!"

THE Chicago, Burlington & Quincy R. R. Co., has published a Pronouncing Dictionary containing 320 pages, 32,000 words, and 670 engravings. It teaches everybody how to pronounce correctly. Send sixteen cents in stamps to Paul Morton, G. P. and T. A., C. B. & Q. R. R., Chicago, Ill., and get a copy of the Dictionary—the cheapest book issued.

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